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LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**TECHNIQUES AND STRATEGIES TO
DEVELOP SPEAKING: EARLY-CAREER VS EXPERIENCED
TEACHERS' BELIEFS**

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ABSTRACT

This research explores one of the problems that ELT students of the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP) face in regards to the development of the speaking skill. Arising from this situation, three research questions are the starting point in this investigation with the objective to know from the perspective of in-service teachers, the reasons many students struggle with the development of speaking English as a foreign language. To collect the data, teachers of the subject 'Target Language' (I, II, III or IV) were surveyed through a questionnaire, which consisted of 7 questions (5 opened questions and 2 closed questions) in order to explore teachers' opinions and how they conceive speaking in their classes. Teachers who took this survey had different years of experience in Teaching English.

After the process in which instruments were collected, data were analysed to find the most significant aspects. In this section the experience of teachers was highlighted as an influencing factor in the way teachers planned their classes to practice speaking in the classroom; it was also found that teachers recognized the importance of speaking, however not always they did activities related with this ability and they usually preferred to put in practice activities which did not imply a high level of competence in speaking. In regards to gender, age and teaching experience, it was noticed that teachers see the role of a teacher in different ways. Findings in this study may be useful for future investigations to see how speaking activities may be incorporated by 'Target Language' teachers in their classrooms to help students in the development of this important skill.

INDEX

CHAPTER I. INTRODUCTION.....	7
1.1. Introduction.....	7
1.2. Purpose of the study.....	8
1.3. Research questions.....	8
CHAPTER II. LITERATURE REVIEW.....	9
2.1. Overview of chapter II.....	9
2.2. Speaking: One of the four Basic Language Skills.....	9
2.2.1. Aspects of speaking phonetics, grammar, syntax.....	11
2.2.2. The social role of speaking.....	12
2.2.3. Speaking in real life situations.....	13
2.3. Speaking in the EFL Class.....	15
2.3.1. Teacher's role in speaking.....	15
2.3.2. Communicative classroom.....	17
2.3.3. Speaking techniques and strategies.....	19
2.3.4. Speaking activities and materials.....	22
2.4. General Factors that may cause Speaking Deficiency	25
2.4.1. Students' motivation.....	27
2.4.2. Expertise and teachers' experience in teaching.....	28
CHAPTER III. METHODOLOGY.....	31
3.1. Overview of chapter III.....	31
3.2. Method.....	31
3.3. Research context.....	31
3.4. Participants.....	32
3.5. Instrument.....	33
3.6. Procedures.....	34
CHAPTER IV. FINDING.....	37
4.1. Overview of chapter IV.....	37
4.2. General results.....	37

4.3. Unexpected results.....	41
4.4. Answer to the first research question.....	43
4.5. Answer to the second research question.....	46
4.6. Answer to the third research question.....	49
4.7. Coclusion.....	50
CHAPTER V. CONCLUSIONS.....	52
5.1. Overview of chapter V.....	52
5.2. Implications.....	52
5.3. Limitations.....	53
5.4. Suggestions for further research.....	54

LIST OF TABLES

- Table 1: “Academic information of the participants.”
- Table 2: “The vital use of speaking activities according to teachers.”
- Table 3: “Unexpected results.”
- Table 4: “Teacher’s role in speaking development.”
- Table 5: “Materials used for speaking activities.”
- Table 6: “Adapting materials vs. already published materials.”
- Table 7: “Providing students speaking opportunities.”

LIST OF GRAPHS

- Graph 1: Debates
- Graph 2: Round tables
- Graph 3: Role-plays
- Graph 4: Group discussions
- Graph 5: Short talks
- Graph 6: Descriptions
- Graph 7: Improvisations
- Graph 8: Importance of speaking for teachers

REFERENCES.....	55
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APPENDIX.....	61
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CHAPTER I: INTRODUCTION

1.1 Introduction

In the English classroom, speaking takes a fundamental role for the effective development of students' communication in the second language. It has been noticed that during this process many students do not develop the skills involved in speaking as they develop the other skills (writing, reading, and listening). "Speaking is often thought of as a 'popular' form of expression which uses the unprestigious "colloquial" register: literary skills are on the whole more prized" (Bygate, 1993, p. vii).

Due to this situation, some students at the Faculty of Languages may find different issues when trying to succeed in the development of speaking. Many studies have been carried out in which authors propose activities to adapt in the classroom. Harmer (2015) points out that "teachers use a variety of activities to get their students speaking in class. Their choice of such activities will depend on who the students are, how enthusiastic they are about speaking and what kind of speaking they need to practice" (p. 384). This research attempts to explore some of these issues and illustrate what techniques and strategies actual teachers of the *Licenciatura en la Enseñanza del Inglés* at the Faculty of Languages of the Benemérita Universidad Autónoma de Puebla (BUAP) use in order to promote and develop speaking with their students.

Even when there are plenty of studies toward speaking development and its effectiveness when learning a second language, there may be a need to provide a more contextual investigation about the issues faced by students at the Faculty of Languages who are being educated to become English teachers themselves.

1.2 Purpose of the Study

This study attempts to investigate the manner in which teachers develop speaking skills in the English language classroom. The purpose is to examine the effectiveness of techniques and strategies to develop speaking, and the way to improve students' oral skills. The specific objective of this study is to illustrate the beliefs of experienced, middle career and early-career English teachers of the Faculty of Languages toward speaking development. This objective will be carried out analysing participants' expressions in questionnaires.

1.3 Research questions

This study attempts to answer the following research questions:

1. What are participants' beliefs and perceptions toward the development of speaking?
2. What are experienced/novice EL teachers' specific beliefs about the most effective techniques and strategies to develop speaking?
3. How EL teachers provide students opportunities to practice the second language orally?

CHAPTER II: LITERATURE REVIEW

In this chapter, a general description of the topics related to the issue under study is provided. Specific themes related to this investigation as well as previous studies are described in detail. Finally, some categorization of activities, materials, and techniques used to develop speaking in the English language classroom are exemplified.

2.2 Speaking: One of the four Basic Language Skills

The importance of speaking as part of the communication process is enormous; many students of English as a second or foreign language have the purpose to speak in order to communicate with speakers of the language from different places and cultures. Boonkit (2010, p. 1305) affirms that “Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue”; what he mentions is relevant especially if we focus on the concept of ‘effective’, defined by the Oxford English Dictionary (2018) as something “successful in producing a desired or intended result”. The relevance of it stands in the main goal of learning a second language: to communicate with other speakers, being ‘speaking’ something elemental and vital for communication.

Furthermore, Goh (2007) supports the ideas of Boonkit (2010) claiming that speaking is crucial for language learners, due to it, language acquisition and development are achieved; and also this tool lets students think and continue learning. If speaking is an elemental part of thinking and learning then it should not be missed in any class, as it sometimes is forgotten or

disregarded by some English teachers. Speaking should be a skill continuously developed and in mind this if teachers want their students' success in the second language.

On the other hand, in spite of the relevance that speaking has been proven to represent, Richards (2008) assumes that old methodologies of the 1970s, such as: repetition-based, drill-based and audio-lingual are still being used by teachers to develop their students' speaking proficiency. This is helpful in some situations, however teachers need to find innovative methodologies to teach their students and use the old ones only as a tool to help them in some cases. Nowadays authors as Illés and Akcan (2017) support the beliefs of Richards (2008) notwithstanding, almost a decade have passed; they suggest to implement activities that bring students to most real communication and to use less the pre-planned activities like drills and repetition.

Besides them, Goh (2007) has similar ideas, he points out that speaking activities are a tool to teach speaking because spontaneous speaking cannot be taught, it will occur spontaneously through practice. What he maintains is something elemental, because in the degree of *Enseñanza del Inglés* students are being prepared to teach English and they need to be conscious that they will be guides of their students. The activities that teachers implement must be useful to achieve a certain level of competence of communication in their students. Usually all the others three skills are practiced in most classrooms, however, it is necessary to contemplate all aspects English teachers need to consider; speaking is a skill that needs to be practiced in English lessons as any of the other skills (writing, listening and reading).

2.2.1. Aspects of Speaking: Phonetics, Grammar and Syntax

It is well known that speaking is a complex process for English students; it requires many elements such as phonetics, grammar and syntax in order to be able to produce the oral language.

Folse (2009) underlines the following:

As learners begin to construct utterances in English, they need three basic kinds of information: knowledge of words, or vocabulary; knowledge of how those words are pronounced, or pronunciation; and knowledge of how to put those words in a sequence that conveys the speaker's meaning, or grammar. (p. 245)

Folse's assumptions seem to be relevant in the field of speaking; in order to understand the importance of these elements in the speaking process, it is necessary to do an analysis of them. Authors as Hui-chin and Shih (2010) support Folse's ideas. However they also highlight the relation that 'speaking' has with the 'communicative competence'; they examine them and present that this process involves: grammatical knowledge of syntax, morphology, phonology and other elements; also they mention that a proficiency speaker needs to apply this knowledge with the social aspects of the language. Additionally Goh (2007) also examines this topic, in contrast emphasizing the concept of learners; he claims that to speak effectively, learners need to have knowledge of the vocabulary. However they also need to develop: phonological skills, speech function skills, interaction management skills and extended discourse organization skills to be competent in speaking.

There is no doubt that all these elements (phonetics, grammar and syntax) play a fundamental role in oral communication. Nevertheless, some authors believe that speaking is a skill that needs a vast amount of practice. One of them is Tam (1997, as cited in Boonkit (2010, p.

1306) who in the '90s underlined that to build up fluency in English students, it was necessary to give them different tasks in order to apply the rules and vocabulary of the language. Moreover, Stanley (2015) suggests that to practice these elements, in particular 'pronunciation', nowadays, teachers can implement technology to play records and conversations of native speakers in order to show students the variety of accents and to help them with their pronunciation.

2.2.2. The Social Role of Speaking

Speaking takes a fundamental role for second language students, not only for academic purposes, most of the time they need to express their feelings, thoughts, and ideas by means of speaking. Students from the *Licenciatura en la Enseñanza del Inglés* at BUAP will use this skill as English teachers always in their career, to give instructions, to explain activities to their students, to communicate with other teachers, etc. Considering this aspect, Bertrand and Stice (2002) argue "Spoken language is the main tool humans have for teaching, learning and socializing. Our abilities to use speech determines, to a great extent, much of the quality of our lives: our friends, lovers and careers" (p. 80). In light of it, we can place speaking as a main tool for humanity, this is why is vital to develop this skill in the BA of ELT students.

In the decade of '90s Brown and Yule (1995) had the belief that the main purpose of speaking was interactional, because through this tool people maintained social relations. This is still being something true, considering that speaking is a skill that gives humans the aspect of 'social human beings' and taking into account that in society speaking has become the central aspect of communication between its habitants. An author that supports the ideas of Brown and Yule (1995) is Harwood (2010) who claims, "Speaking is a unique form of communication which is the basis of all human relationships and the primary channel for the projection and

development of individual identity. Particularly in literature, societies and cultures, its distinctive characteristics are sometimes overlooked” (p. 208). These three authors share the same opinion of the importance of speaking as a vital factor in the social development of individuals and their roles in society; nowadays this importance is the same for societies and its habitants in culture.

It is not only because of the part of interaction why speaking is a main skill, this also has to do with the idea that it provides information to the individuals taking part in a conversation of other characteristics of the speaker. Luoma (2004) underlines:

When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. On the basis of what they hear, they make some tentative and possibly subconscious judgments about the speaker’s personality, attitudes, home region and native/non-native speaker status (p. 9-10).

This is something that deserves attention, because ELT students need to bear this aspect in mind to teach English as a second or foreign language to their students. Speaking must be considered as an involving characteristic, likewise cultural aspect that must be carefully taken into account in order to teach students how to meaningfully communicate with others in the second language.

2.2.3. Speaking in Real Life Situations

Another significant aspect of speaking is the importance of implementing tasks and activities related with situations that the learner could face in real life. In many cases students do not learn aspects of the second language related with them in which students can apply the language in a non-academic context. Baker and Westrup (2003) explore about this situation, they argue that

when students learn something that is not related to their daily life, they feel that what they are learning is unprofitable. Unfortunately this is something that happens in many classrooms; to avoid this situation they propose teachers “to make the language lesson fun to motivate students to speak. Learning with fun means that students take a more active part in the lesson and involve teaching and learning through a variety of interesting and guided learning activities” (ibid. p. 17). If teachers make their lessons based on real life situations they will create a more motivating experience for students and this will help them improve the aspect of speaking.

Bertrand and Stice (2002) also talk about the importance of lessons to focus on real life communicative situations. They believe that “Authentic talking and listening experiences should relate to learners' interests, backgrounds, age levels, and areas of study. They emerge naturally as part of meaningful curriculum. As students discuss current events, good books, science projects, social studies facts” (ibid. p. 82). Considering these factors, teachers can get better results in their speaking activities and they may maintain their students’ motivation. As Gebhard (2009) states, this type of communication obtains better results if each individual of the class is considered, because students are unique and they contribute differently in the speaking activities.

Teachers need to develop their students’ communication skills in order to produce in them spontaneous communication. Tomlinson (2013) proposed that to develop these communication skills, first it is elemental that learners had learnt to take control of their own performance with the guidance of the teacher, in order to practice with them tasks that involve real life communication where utterances will be voluntary from the speaker. Willis (2015) supports what Tomlinson (2013) proposed, outlining that to spontaneously produce a conversation it is necessary that the speaker had practiced before to apply the grammar knowledge of the second language and therefore it can be seen natural by the speaker. It is

extremely important to apply what Willis (2015) and Tomlinson (2013) argue, because to help students, teachers need to guide them in the process, giving them tasks according to their age, level and topic of interest to prepare them eventually for real speaking.

2.3. Speaking in the EFL Class

Speaking is a central skill in the development of proficiency in English students. Developing it is a complex process that needs to be practiced in the English class. As pointed out by Harwood (2010) “The demands of speech processing in real-time conversational and other speaking contexts place a tremendous cognitive load on the second language user as they attempt to draw together the various elements from lexical retrieval to syntactic processing to the motor skills of speech articulation” (p. 208). That is one of the reasons why oral practice needs to be incorporated in the English lesson. Especially in countries as Mexico where speaking is a foreign language, that practice must be encouraged in schools to first motivate students to practice in the classroom and later make them feel confident to practice the second language also in other contexts that may occur outside the classroom.

2.3.1. Teachers’ Role in Speaking

Developing speaking in a classroom implies a process that needs the contribution of the English teacher before, during and after planning a lesson for second language learners. Teachers play a crucial role in this process because they need to focus on students’ needs and take into account many aspects of the students in order to plan activities in accordance with their learners. Teachers must also to be sure to divide the time of the class proportionally to let students time to practice other skills of the second language, to create a balance between them.

One of the authors who focuses this situation is Folse (2009, p. 4), he suggests that expressing ideas orally in a language conveys different aspects; being something elemental to base activities in the aspirations of learners to speak English. This aspect is significant, because in English classes, learners are the most important element, and classes must be designed and planned based on them in order to help them be prepared in the different skills of the second language (speaking, writing, reading and listening). Tomlinson (2013, p. 414) contributes to the ideas of Folse (2009) claiming that the selection of materials and activities must consider students' needs with the finality to provide them with more specific topics and subjects to give them situations, functions, strategies, registers, and key structures that serve them for specific purposes. All factors mentioned before must help learners develop their speaking skills to benefit their actual communication skills.

Furthermore, a fundamental part teachers need to have into account is what Nation and Newton (2008) had underlined; they focus on the importance to practice the second language mentioning that students must "learn a little, use a lot" (p. 21). They also argue that in basic levels teachers need to teach things according to their level to give students time to control this new language. This is one aspect that is important to be considered in the English classroom since there are some teachers that want their students to talk fluently and without mistakes in basic levels, being common at these levels to commit some errors, that help students in their learning process.

As mentioned by Harmer (2015, p. 358), in some English classes to make students speak is simple, when there is a good classroom atmosphere and a comfortable relationship between the teacher and students, but also when students have a good level of English and they feel prepared

to speak. To gain students' confidence, it is necessary to practice with them according to their level and interest to guide them step by step to achieve fluency in the spoken language.

In addition to the important role of teachers in the speaking process, it is necessary to mention that in many classes learners do not have the opportunity to practice the language. Nonetheless, as Scriverner (2011, p. 212) argues, the teacher has the responsibility to give students chances to practice the second language, paying attention in asking to students during classes open interesting questions and to give them the opportunity to participate and keep the interest in the topic, he also mentions that it is important to reduce teacher's talking time.

These aspects are essential for students because in many cases learners study English in a country where it is not the mother tongue and they do not have another place to practice the second or foreign language orally except in the classroom. Furthermore, teachers also need to help their students to make them know the errors that they commit when talking. Harmer (2015) talks about this aspect saying that feedback is important for learners, however it is important to know when to provide it and how because "too much correction may push our students back towards 'fear'. Too little may mean that we miss ideal opportunities for work on language" (p. 387).

2.3.2. Communicative Classroom

One more significant factor in the process of speaking is the inclusion of oral practice in the classroom from rehearsed artificial language to real communicative processes. This can help students start to lose fear to talk with others in the second language. For some students, speaking in the second language represents a difficult challenge that leads to negative feelings and

attitudes. According to Gebhard (2009) speaking in a second language conveys a complex process in which the speaker has to maintain interaction but at the same time he has to focus on meaning and use of grammar, which involves introducing, developing and changing topics, speaking when it is necessary and to be pertinent adapted to the context or setting. Teachers need to teach their students how to put into practice what they know through activities in the classroom according to their level, in order to show them that speaking can be improved with practice. Besides, it will be helpful for learners to know that speaking is not as hard as they think and teachers can help them making their class a place to make them feel confident to practice the second or foreign language.

One way to make a classroom communicative is to let students practice the language orally. This is something that Gebhard emphasises (2009) underlining that giving students opportunities to express themselves in significant manners are part of a communicative classroom because students need chances to listen to others and express what they think apart of writing or reading. In addition, he argues that ‘negotiation of meaning’ is something that can be useful for the interaction teacher-students and students-students since it is a good way to promote the use of oral language in authentic situations when applying their knowledge to ask and answer questions according to their needs.

In addition, to give students chances to speak, Folse (2009) mentions that what teachers have to do is to provide students with well-designed speaking tasks, this with the finality of helping them gain fluency. At the same time, he affirms “Yes, they (students) need structures, vocabulary, pronunciation insight, and even culture information, but they need to spend their time speaking, as much as is feasible. Thus, one of the teacher’s main jobs is to ensure that students are talking” (ibid. p. 31). Analyzing what Folse (2009) and Gebhard (2009) have

insisted, they both emphasize that practice is the key to help students express themselves in the second or foreign language.

Although teachers need to know that they have a part of responsibility with their students and they need to help them in the process of English speaking; Celce-Murcia (2001, p. 104) believes that students are responsible for their own learning. She claims that “In the oral skills classroom, students should be allowed and encouraged to initiate communication when possible, to determine the content of their responses or contributions and to evaluate their own production and learning process” (p. 104). What she mentions has certain similitude with the ideas of Folse (2009) and Gebhard (2009) about the importance of practicing speaking, however, she underlines the responsibility that learners have to be conscious of what they are saying and their accountability in the development of their speaking skills.

2.3.3. Speaking Techniques and Strategies

It is necessary to emphasize that speaking strategies in a classroom play a central role in speaking development in general, not only in the educational field. Chamot (2005) defines learning strategies as “procedures that facilitate a learning task” (p. 1129). Two more authors that centralize the concept of strategy as ‘facilitating second language learning’ are Grenfell and Harris (1999). The authors give two main reasons why strategies are important in ESL: First, because “we (teachers) gain insights into the metacognitive, cognitive, social, and affective processes involved in language learning. The second reason is that “(...) less successful language learners can be taught new strategies” (Grenfell and Harris (1999) as cited in Chamot, 2005, p. 112). These two arguments are vital in the area of teaching speaking because teachers need to

develop strategies with their students to help them in situations when social and affective aspects of the oral language are complicated to them.

To clarify the concept of strategy, Goh (2007, p. 1) argues that strategies are “(...) ways or plans for solving communication problems or enhancing one’s message.” He divides strategies into two types:

1. “Cognitive or psycholinguistic in nature. These strategies are used by learners to deal with gaps in their vocabulary knowledge when they are speaking” (p. 1). Learners at basic levels use these types of strategies when they do not have a wide knowledge of vocabulary.

2. Strategies for interactional purposes that can be classified broadly as reduction and achievement strategies. Reduction strategies are deliberate ways of according details in an exchange” (ibid. 2007, p. 1). This other group of strategies is applied for students at the intermediate and high level; they serve them to polish the oral expression in the L2. As it is seen, it is important for teachers to know which types of strategies are needed for their students in order to match their level and purpose.

Another author who talks about the importance of including strategies in the English classroom is Méndez (2011) who focuses on the learning strategies in speaking, in her study she found that learners do not always transfer L1 knowledge to L2. This is something meaningful because many times it is believed that learners make use of their mother tongue when they are in doubt with some structures or words of the L2. Méndez (2011) suggests that teachers must “intersperse speaking strategies in communicative activities designed, with some time devoted to demonstrating and explaining the rationale behind each strategy” (p. 14). If it is applied, students

could understand why and how to use each strategy proposed by the teacher; practice will be needed at the beginning when applying a new strategy and it may require less effort to use it after.

As we have seen, providing students with strategies is helpful for them and their development in the second language. In addition to this, Lackman (2010) proposes to focus on speaking sub-skills, which can serve to students as communication strategies not only to be used inside the classroom but also to be used in the real life. Furthermore, Tomlinson (2013) discusses that “speaking skills are best developed when learners learn to eventually take control of their own performance from an insider perspective (e.g. from the learner), rather than being constantly dictated by external manipulation (e.g. by the teacher).” (ibid. p. 408). It will be useful for students to acquire vocabulary, rules, phrases and sounds in order to give them before strategies to use when there are parts in which they cannot connect ideas or they do not remember how to say something.

Besides, Richards (2008) points out that to develop fluency in students teachers need to give their students tools to develop their own strategies. This can be possible giving students tasks and also using English in the classroom to practice real communication through negotiation of meaning. What these three authors have mentioned is relevant for learners and teachers; if these statements are followed, students could apply properly strategies that will be brought by teachers to improve their speaking.

Authors as Luoma (2004) and Nation and Newton (2008) propose strategies that are helpful for students in speaking. On the one hand, Luoma (2004) stresses the strategy of using words and phrases called “fillers of hesitation markers, and they include expressions such as ah, you see, kind of, sort of, and you know, as well as whole expressions such as: That’s a good

question, or, know, let me see” (p. 18). When using these phrases speakers gain time to think in an answer.

On the other hand, Nation and Newton (2008) propose teachers to train more advanced students to be supportive partners in conversation with students with lower levels in order to facilitate the process of speaking. The authors say, “this support can involve supplying unknown words, completing sentences that the speaker has begun, and asking helpful questions to provide language and content support” (p. 120-121). The strategies proposed by them are ideas that current teachers need to put in practice because sometimes old strategies and techniques are still being used when some others need a chance to demonstrate what is required to develop speaking.

2.3.4. Speaking Activities and Materials

As it was mentioned before, speaking is a process in which different elements are involved, some of them are activities and materials, which are important in the English class to develop the skill of speaking in English students. Revising some authors’ works linked to this field, important and useful things have been found. Related with lesson planning Folse (2009) talks about it, assuming that it is crucial that teachers know to select or/and design appropriate materials, because the success of the class depends on it. The author also emphasizes another factor related with the lesson planning which is the topic selection for the activities. Folse (2009) says that to select topics teachers need to base them in accordance with their students’ interests. This aspect has been considered elemental, because if the topic is interesting to students they will take part of the activity easily.

Harmer (2015) supports what Folse (2009) says, but he also focuses to take into account the psychological aspect of students, “Their choice of such activities will depend on who the students are, how enthusiastic they are about speaking and what kind of speaking they need to practice.” (Harmer, 2015, p. 384). It is necessary for teachers to know who their students are because knowing them brings high probabilities to plan successful activities. Celce-Murcia (2001) agrees with Folse (2009) and Harmer (2015); nevertheless, she also proposes teachers to design different activities designed by them, to motivate their students. The author points out that students can practice the L2 with activities outside the classroom “such as watching and/or listening to an English-language film, television show, or radio program.” (Celce-Murcia, 2001, p. 110), the objective of doing this is to help students to be in touch with the language in other circumstances and not only in the English classroom to familiarize them with the L2.

Talking about activities and materials design, Harwood (2010) observes that it is also important to decide on which aspects of speaking materials will be focused on. Conversely, Illés and Akcan (2017) think that pre-planned activities do not let students use real language; that is why they propose to design activities in which students could have opportunities to use spontaneous language, they claim that these types of activities “allow students to take risks and function outside the traditional confines of classroom communication” (Illés and Akcan, 2017, p. 10). They explain, “causing laughter, humorous language, play increases solidarity among the students and, at the same time, decreases the distance between the teacher and the learners.” (ibid. p. 10). This aspect is helpful to be considered by teachers because to create a great atmosphere in the English classroom it is crucial to make students feel confident to use the second language orally.

It is important to talk about activities design, however it is also essential to talk about published materials because many schools establish an English book and teachers must follow it or in other cases teachers resort to internet or books with speaking activities. Harwood affirms, “Often in published materials on the mode there is a sense of “neatness” to what is presented, which is very unlike the reality of spontaneous speech.” (ibid. 2010, p. 209) that is why it is necessary to have into account what Celce-Murcia (2001) proposes; using published materials teachers need to question themselves to realize if the material is appropriate for the learners, what topics and contents are used, to consider if it focuses on real communication, and if it incorporates speaking, listening and pronunciation. This can allow teachers to be selective with the material that they will use, in order to use only materials, which are helpful to students. Another author who highlights materials adaptation is Tomlinson (2013); he explains that prescribed materials can serve teachers as a base to design later authentic materials to promote speaking in their students.

Students are also important in the topic of materials’ selection and application, Harwood (2010) describes that their participation is necessary to select and use materials and he affirms that teachers need to work collaboratively in the English class and that every learner learns from each other. What Harwood (2010) mentions is significant, due to most of the time students unconsciously learn from others when interacting with them. It is likewise meaningful to students to take them into account when activities are done; this aspect is also offered by Scrivener (2011) who examines that when learners participate proposing topics for discussion, activities tend to be more interesting and motivating, and these can be good ways to teach students in a no-explicit manner. Scrivener (2011) also proposes that to give all students the opportunity to be part of speaking activities it is necessary to divide them into pairs, trios or

small groups. This way students can improve in fluency and confidence, which are important aspects when developing speaking skills.

2.4. General Factors that may Cause Speaking Deficiency

During students' learning process of a second or foreign language, it is common for them to face situations that can interfere in the correct development of the oral ability. This section presents two topics I consider need to be discussed to have a wide understanding of the most common issues presented when learning and teaching speaking skills. The first one is related to learners' motivation to study English. The second one discusses the difference between teaching experience and teaching expertise. Besides these two major factors, there are some others that authors such as Thornbury (2007), Aleksandrak (2011) and Shalaby (2012) examine.

The lack of importance that some teachers give to speaking skills was mentioned before, however, in this section a more extended analysis in relation to speaking issues is presented. First, it is necessary to talk about the way teachers conceive speaking. Shalaby (2012) argues, "many English teachers do not own a clear and perfect understanding about what speaking is and which factors do really prevent students from speaking" (Shalaby, 2012, p. 6). He suggests teachers have knowledge about the general problems students could present when developing speaking to strengthen the students' speaking skills and behaviour. He also explains that a number of authors have recognized that teachers and the language context are responsible factors that may cause speaking difficulties.

Secondly, the authors agree that speaking problems not only rely on teachers, there are also factors related to students. Thornbury (2007) classifies these factors into three categories: cognitive factors, affective (emotional) factors and performance factors:

Thornbury (2007), p. 25.

- Cognitive factors: Familiarity with the topic, familiarity with the genre, familiarity with the interlocutors and processing demands.
- Affective factors: Feelings towards the topic and/or the participants and self-consciousness.
- Performance factors: Mode, the degree of collaboration, discourse control, planning and rehearsal time, time pressure and environmental conditions.

All these aspects can influence tremendously in the speaking process development. Aleksandrak (2011), agrees with Thornbury's (2007) ideas, she confirms that speaking issues in some cases result from learners' attitudes and personalities. She points out that "even advanced learners often finish a language course with the conviction that they are not sufficiently prepared for speaking beyond the classroom" (Aleksandrak, 2011, p. 38).

This situation is similar to the one presented in the students of the *Licenciatura en Enseñanza del Inglés* of BUAP, many students do not feel able to correctly orally perform in English when they have coursed all the 'Target Language' subjects and even when they finish the degree. She clarifies that this situation frequently results from few speaking opportunities in the classroom.

2.4.1. Students' Motivation

To teach more effectively to students it is important that the teacher creates an environment appropriated to students' level, their interests, and their age, as it was mentioned in the topics above. However, this is not enough, teachers also need to motivate their students and make them see English as a useful and interesting tool in which they can be part. There are various ways to promote motivation effects in the EFL classroom.

Méndez (2011) remarks one of them declaring, “one goal of a language learner may be to speak the foreign language in different oral exchanges and ultimately to be a competent speaker” (Méndez, 2011, p. 3). Having in mind this statement teachers can provide learners with different tasks in order to help them be prepared to face different situations in real contexts. For this reason, to make a motivating and successful class it is important to apply what Baker and Westrup (2003, p. 6) claim, they allege that it is meaningful for learners that the teacher maintains students' interest by giving them chances to participate.

Another way in which teachers can motivate students is proposed by Hui-chin and Shih (2010), they suggest teachers to motivate their students with speaking activities that can be carried on with their classmates because “language learners will feel less embarrassed when talking to their peers whose speaking proficiencies are similar.” (Hui-chin and Shih, 2010, p. 80).

Having considered teachers, it is also reasonable to look at students; it is important to see what factors may influence when they are motivated and when they are not. On the one hand Baker and Westrup (2003) explain that there are children who are motivated to learn English because they know they can get a better job. On the other hand they mention that there are students who lack motivation because their parents may be the ones who take them to English

classes to give them the opportunity to work or study in another country. They claim that it is necessary to identify the type of students we have in order to motivate them in the correct way to see English as an opportunity that they have to take advantage of. In this manner, identifying the type of motivation students have may help teachers to plan their lessons to achieve students' goals, and likewise to do activities to motivate students who learn English as something obligatory.

A significant manner to motivate students is proposed by Illés and Akcan (2017) who affirm that to motivate students and to make them feel confident, it is essential to make them feel relaxed and fearless in order to help them in the social and psychological aspect. Taking into account what Illés and Akcan (2017) propose, Harmer (2015) includes also short fluency activities with the main purpose of giving students constant opportunities to use L2 orally, in order to help them gain confidence when they speak. It is useful for students' motivation to do these types of activities in order to help them with their weaknesses.

2.4.2. Expertise and Teacher's Experience in Teaching

Expertise of teachers is a significant factor that influences in many ways students' learning. Few studies have been published on what is the impact of second or foreign language teachers' expertise/experience in English students. Due to this situation, some related research is presented in the educational field. One of the authors is King (2010) who claims "Experience matters, but more is not always better" (p. 1). This statement is a simple way to comprehend the difference between experience and expertise.

As explained by Ropo (2004) through his analysis of different research on expertise carried out between 1960's to 1990's in different areas, these studies define expertise as “the ability to successfully execute problem-solving tasks related to one's professional field” (Ropo, 2004, p. 2). Hence, expertise is gained through experience when the knowledge or skill (in this case knowledge in English teaching) is practiced in a period (Oxford English Dictionary, 2018). However, Ropo (2004) additionally argues that in the educational field is not as simple as in other areas such as physics or science to define what is to be an expertise, because he explains that education involves a social and cultural context.

On the contrary, according to another research related with experience, its impact is strongest during the first few years of teaching after that marginal return diminish. King (2010) refers to math teachers; nonetheless what she mentions is really important because in education experience of teachers impacts in different ways to students and the development and successful in the subject. For example, the author affirms that early-career teachers show better results than teachers with more experience. She argues “teachers show the greatest productivity gains during their first few years on the job, after which their performance tends to level off” (King, 2010, p. 1). Another author that studies this topic is Ladd (2008), however, she argues the opposite. The author points out that teachers with more than 20 years of experience show more effectiveness than those with only 5 years of experience (Ladd, 2008. Cited in King, 2010, p. 2)

Notwithstanding, Afshar et al. (2015) studied the impact of teaching experience of Iranian EFL teachers. What they outline in their study is contradictory of what King (2010, p. 1) argues. They found that teachers who are less than two years of experience (named as the “Low group”) have lower efficacy in teaching due to stress and commitment to teaching and that they support to overcome issues in the classroom. Teachers with two to five years (called the “Mid group”)

know how to manage their classroom because their experience faced during their practice over the years means that they have more efficacy. And finally, in this study, they demonstrate that teachers with six years of experience and above (referred to the “High group”) have more efficacy than the rest of the groups. Similarly, they are resistant to change because of their proficiency and familiarity with pedagogical techniques and strategies. This is a remarkable difference, which was considered to carry out this study, to show if experience of teachers’ lies on the subject or it varies according to other factors (Afshar et al., 2015, p .718).

Other authors suggest that teachers’ experience is not always related with how long they had been giving classes, instead, they set out different reasons of why experience influences in negative or positive way when teaching a subject. On the one hand King (2010, p. 2) claims, “the magnitude of the effect of teacher’s experience varies depending on the teacher’s level of education and the subject area”. Dial (2008, p. 2) supports King’s ideas; he agrees that the mastery of teachers depends on their degree-level because it determines the “high-quality” of a teacher and not only their experience in teaching. On the other hand Wang et al. (2016, p. 29) underline that Teachers’ cognition is also affected by experience. They argue that teachers’ values and beliefs are not clear at this stage and that is why in their classroom this can be contrary of what they believe. Finally, Afshar et al. (2015, p. 719) propose that during the first five years of teaching it is necessary more training to enhance classroom management ability in teachers.

The issues presented in this chapter have all been considered and reflected in the data obtained in this research. The following chapter presents the methodology used in this investigation.

CHAPTER III: METHODOLOGY

In this chapter the methodology used for this investigation is presented. I describe specifically the context of the research, the method, the participants, the instrument and the procedures used to collect the data and analyze them.

3.2. Method

For this study a mixed method was selected, as Creswell (2009) states a mixed method helps to clarify the data collected in a quantitative and qualitative perspective in a single study “involving philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study.” (Creswell 2009, p. 3). He also mentions that the “integration of the two types of data might occur at several stages in the process of research” which makes the research project richer (Creswell, 2009, p. 212).

Furthermore, Dörnyei (2009, p. 164) outlines that the purpose of using a mixed method is to understand better a complex matter from different perspectives and he affirms the value that a research in the educational field gains at using this type of method. Finally, Creswell (2009, p. 212) argues that data collection, in this “mixing” form, might involve combining open-ended questions on a survey with closed-ended questions on the survey”, what was done in this study.

3.3. Research Context

The Faculty of Languages is a numerous school of the *Benemérita Universidad Autónoma de Puebla* (BUAP), which offers two degrees focused on educating professionals in language

teaching either in English or French. The languages Faculty is located in Puebla city in the capital of the state in the central part of Mexico. Due to its geographical localization there are students who come from different rural, suburban and urban communities around the city. This is why the Languages' Faculty may be considered a multicultural place. This study was implemented to find what current materials, techniques and activities teachers use to develop speaking with their English students at the same Faculty.

Each classroom of the Faculty of Languages is equipped with a TV screen, a desktop computer and a projector; besides there is access to internet to let teachers and students use digital materials and resources which help them develop writing, speaking, reading and listening skills. Most classrooms are big enough to work with different methods and techniques; there are movable, individual chairs and tables.

3.4. Participants

The participants of this study are teachers from the degree *Licenciatura en la Enseñanza del Inglés* at the BUAP. At the moment of the investigation all of them were working in this university teaching “English as a Target language”. There were four male and four female participants between 35 and 65 years old. They all answered the questionnaire related to “Teaching Speaking” (see appendix 1) in order to gather information. Their socioeconomic status may be identified as medium.

A very specific description of all eight participants is illustrated in the table below. Their names have been changed to protect their privacy and they will be referred to as; Sandra, Claudia, Olivia, Martha, Victor, Alan, Octavio and Mario.

Table 1*Academic Information of the Participants*

Name of Participant	Age	Years of experience at LEI	Level of English as a Target Language teaching at the moment of the study Spring 2018
Sandra	62 years old	More than 20 years	Target Language III
Claudia	64 years old	20 years	Target Language II and IV
Olivia	42 years old	8 years	Target Language IV
Martha	38 years old	5 years	Target Language III and IV
Victor	49 years old	16 years	Target Language I and III
Alan	48 years old	15 years	Target Language II
Octavio	40 years old	11 years	Target Language II, IV
Mario	52 years old	10 years	Target Language II

3.5. Instrument

The instrument designed to collect data in this research was a questionnaire. This tool was selected because it was necessary to obtain information in a clear, precise and effective way, with the aim to know deeply what aspects are integrated and considered by teachers to teach speaking in the English classroom. The questionnaire included 5 opened questions and 2 closed in order to gather enough information to interpret quantitative and qualitatively.

The instrument contained opened questions in order to know more about the teacher's opinions and to show what is their perspective of speaking in the EFL classroom. The first question intends to give more information about the experience of teachers in the field of English teaching at the Faculty of Languages. The second and third question are designed to know more about activities that teachers use in their English classes to develop speaking skills with their

students. The fourth question asks teachers about the materials they use for speaking activities. The fifth question talks about materials teachers design or adapt to practice speaking in class in order to see what is better or if both, adapted or designed materials work equally. The sixth question is done to ask teachers about how they give their students opportunities to practice speaking in their English classes. And finally, the seventh question is done in order to know what is the importance of teachers to develop speaking in students. (You can see this questionnaire in the Appendix).

3.6. Procedures

The instrument was applied between the 2nd and 4th week of February 2018 to eight BA EL teachers who teach English as a target language at levels 1, 2, 3, or 4. Questionnaires were applied to teachers between 1 p.m. and 2 p.m. when most of the teachers have no classes.

In this section, the process that participants followed to answer the instrument is described in detail.

- ❖ The first participant was Mario; the questionnaire was given to him on February 12th at 2 O'clock when he was walking to his classroom. The purpose of the study was explained to him in a polite and brief way, it took 3 days for him to answer the instrument. When the instrument was collected, he mentioned important things to the applicant about his experience in speaking in his English classes at the Faculty of Languages (his comments, are presented in chapter IV in the section of unexpected results).
- ❖ The second participant was Octavio; the instrument was given to him on February 12th at 2:05 O'clock when he was walking in the main hall of the Faculty, the purpose of the study

was explained to him and he was asked in a polite way if he wanted to be part of the participants, he accepted and after 2 days he had the questionnaire answered.

- ❖ The third participant was Alan; the questionnaire was given to him on February 15th, he was found in the entrance of his classroom at 2 O'clock, the aim of the study was explained to him and why teachers were required to carry out the study. It asked one day to give me the questionnaire. However, when the hour and the day of the collection of the questionnaire arrived, he had not answered it and asked for 5 minutes to complete it.
- ❖ The fourth participant was Victor; the instrument was given to him on February 15th, at 2:30 when he was at his office, the purpose of the project was explained to him and he accepted to answer it. He took 4 days to answer the questionnaire. When the instrument was collected he gave some comments about how speaking is developed in his classroom (these comments will be presented in chapter IV in the section of unexpected results).
- ❖ The fifth participant was Olivia; the questionnaire was given to her on February 16th, at 3 O'clock in her classroom before her class started. The purpose of the study was explained to her, she accepted to participate in the study and took 2 days to answer the instrument.
- ❖ The sixth participant was Sandra; the survey was given to her on February 19th at 1 O'clock, when the teacher had not classes, she was at her office. The aim of the study was explained to her and why teachers were the participants of the study. She agreed to participate and it took 4 days for her to complete the questionnaire.
- ❖ The seventh participant of the study was Claudia; the questionnaire was given to her on February 20th at 1:30 when she was at her office. The aim of the project was explained to her and she accepted to be part of the study She took 10 days to answer the questionnaire.

Nevertheless, when the day of the questionnaire's collection arrived, she had not finished it, she asked the applicant to wait for her 15 minutes to finish answering the instrument.

- ❖ The eighth participant was Martha; the questionnaire was given to her on March 1st in her classroom at the end of her lesson. The purpose of the study was explained to her, and she accepted immediately. She took 7 days to answer the questionnaire. She mentioned some aspects about speaking in the classroom when she gave the questionnaire back to the applicant (her comments, are presented in chapter IV in the section of unexpected results).

According to Creswell (2009), qualitative information about the procedures followed in the different studies may provide extra in-depth information to analyze data. This is the reason why I considered it pertinent to describe in detail the manner and procedure each participant took to answer the instrument.

The following chapter presents the quantitative results and qualitative interpretations of the obtained data.

CHAPTER IV: FINDINGS

In this chapter, Findings are illustrated. The questionnaire information is interpreted and evidenced by means of quantitative and qualitative analysis. The first part of this section presents some general results obtained from the instrument. The second part presents some unexpected information that has been considered of paramount importance although not strongly related to the research questions, and this is illustrated and briefly described. Finally and very specially the answers to the three research questions posted in the Introduction are described in detail.

4.2. General Results

One of the questions in the instrument required teachers to report on how effective or necessary were speaking activities in their classes. Most participants reported having only positive perceptions toward speaking but there was one participant who reported speaking was not as important as the concept of “comprehension”. Their answers are illustrated below:

Table 2

The Vital Use of Speaking Activities According to Teachers

Positive perceptions	Negative perceptions
Octavio – “With speaking activities, students can see their advancement.”	Sandra – “No, because I believe
Mario – “Not only speaking activities but written, too”	comprehension is
Victor – “Speaking is one of the most important skills most people want to be competent.”	also important”
Olivia – “They are important since language (spoken) is the first evidence	

to show mastery in a given language” “(...) a way to build up their oral ability and confidence.”

Claudia – “We have to give the students the opportunity to practice the 2nd language as much as we can and to learn from each other.”

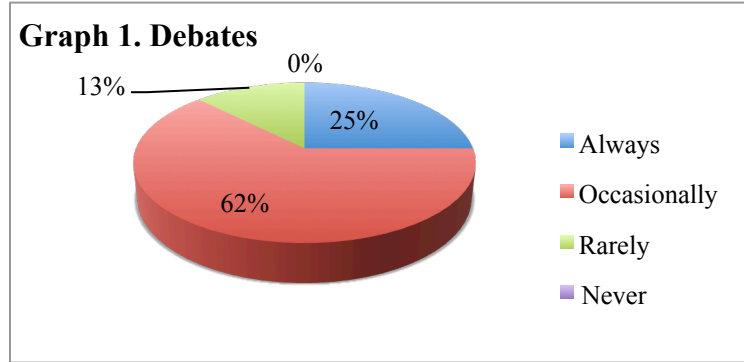
Alan – “They give students the opportunity to express and improve their English”.

Martha – “Speaking activities involve vocabulary, grammar, self confidence, etc. Learning English is all about communication so it is necessary to be able to express”

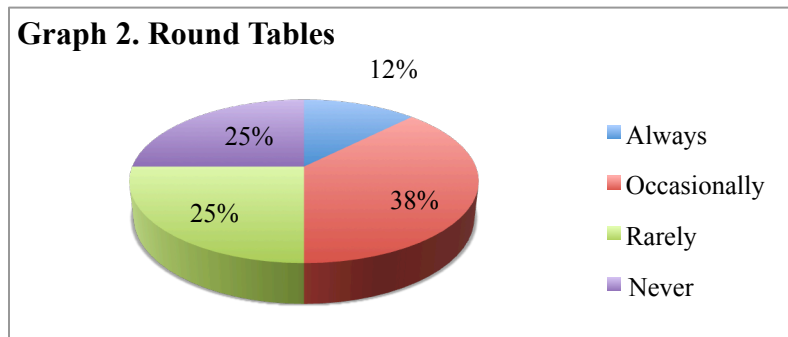
As we can see in the previous table positive perceptions toward the need for speaking activities in the classroom surpasses 85%. This indicates that teachers consider speaking activities essential in every class. They mentioned many positive reasons; to put in practice grammar aspects, to improve English, to learn students from each other, and to show mastery, progress and competence in the second language.

One of the concerns of this investigation was about the use of activities for developing speaking and how frequently teachers used them. To see how frequently participants use speaking activities may represent how effective they consider them. Activities that are included in the instrument have been presented in the literature review and considered by experts as highly effective to promote speaking (debates, round tables, role plays, group discussions, short talks, descriptions and improvisations). In the following graphs, the results obtained from the eight participants are illustrated.

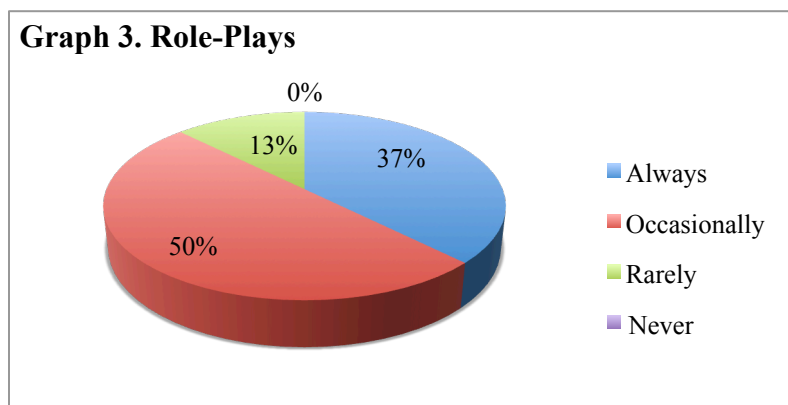
Graph one shows how frequently participants use debates. In the graph below it may be observed that teachers use this type of activity occasionally (62 % of the time).



Graph two illustrates how frequently participants use round tables. It is perceived that round tables are used less than debates, being 63 % of the times that the teachers use them. Most of them answered rarely and never.

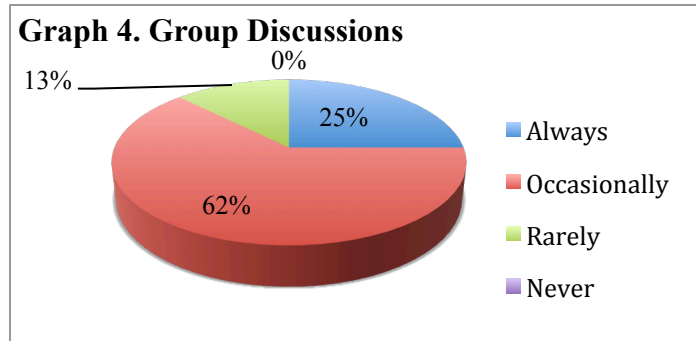


Graph three shows how frequently teachers use role-plays as a class activity. As it is observed they are more frequently used than the other two activities (debates and round tables).

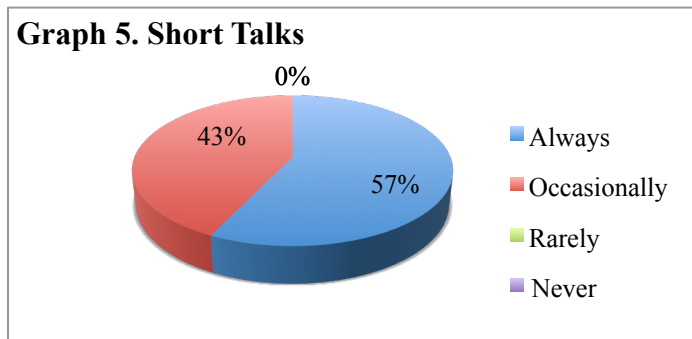


Graph four presents the frequency of participants reported the use of group discussions. With the obtained results it may be seen that this type of activity is not as frequently used as role-plays.

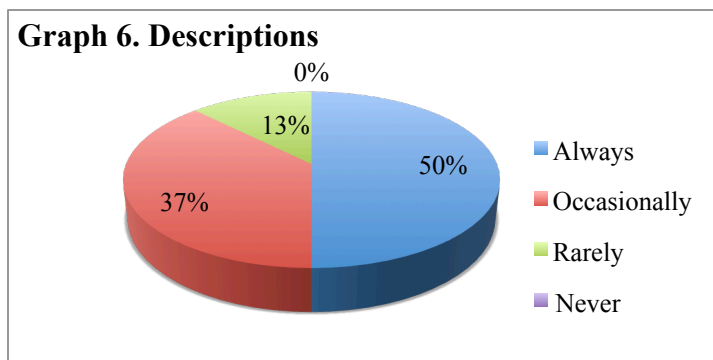
Teachers reported that they used only occasionally (62 %) but not always (25 %).



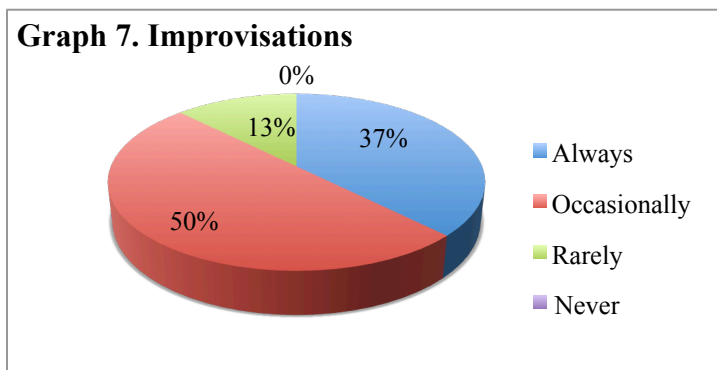
Graph five illustrates how frequently participants use short talks as a speaking activity in the English classroom. With the obtained information, it may be observed that this activity has much more influence in second language teachers who indicated that more than 55 % of the times they use this activity.



Graph six shows how frequently teachers use descriptions as a speaking activity; results indicate that it is almost as used as short talks.



Graph seven presents how frequently participants use improvisations in the second language classroom to develop students' speaking. The obtained information suggests that improvisations are less used than descriptions, being used by teachers always only 37 % of the times.



The most remarkable results that emerged from this data is that even though teachers assume that speaking activities are necessary for every class; they do not use a variety of speaking activities in their English classes. Furthermore, it was found that the two more used activities are in the first place short talks with 57 % of frequency in use and in the second place descriptions with 50 % of frequency in use. The rest of the activities are practiced only occasionally, and curiously activities as debates, round tables and group discussions are the activities that are mostly used occasionally, rarely or never. This may suggest that teachers and students feel more comfortable when using speaking activities that do not require a high level of speaking.

4.3. Unexpected results

This segment presents some results that were obtained when teachers gave the answered questionnaires to the interviewee. They mentioned important things about speaking which are relevant for this investigation. These results are presented and analysed in the table above.

Table 3
Unexpected Results

Participant/years of experience at LEI	Comments about Speaking
Victor/16	“I remember when a teacher told me that speaking is more important for students who want to speak, but for students who do not want it, even though you force them they won’t do it. I do speaking activities in my classes but students do not like them when they know that there will be a speaking activity (he moves his head and hands from side to side), they prefer not to come to class, they run away! It seems as I have to force them to speak. It depends a lot on both parts, students and teachers to improve the skill of speaking.
Mario/11	“I like to create new things: workshops with native speakers, materials that imply technology; I tell them (students) to go to the self-access centre to improve their speaking (...) But, students do not care too much (grimacing). I noticed in their faces when I try to do new things, they prefer to work with the book, and that is what I do”.
Martha/8	“I remembered when I started giving classes, I focused a lot on speaking, then, I realized that grammar was also important, so in that time I was so concentrated in that, then, as you gain experience in English teaching you realized that it’s important to practice all skills and also things as grammar, pronunciation, etc. to help students to develop their speaking. It’s a process, not easy, but not impossible.”

As we may see, all three participants have changed their perceptions toward speaking through time. It seems that our perceptions toward different issues go through a process of evolution. However, something that may be noticed is that all three participants seem to have changed their perceptions from positive to negative on both sides toward speaking and toward

the same students. This may be seen when they say; Victor- “they prefer not to come to class, they run away!”, Mario- “students do not care too much”, Martha- “when I started giving classes, I focused a lot on speaking, then, I realized that grammar was also important”. These findings may not be too relevant to answer the research questions in this study but I considered them significant to mention in a separate section. In the following sections, the three research questions in this investigation are presented and answered.

4.4. Answer to the First Research Question

The first research question in this study was what were participants’ beliefs and perceptions toward the development of speaking. In order to answer this research question, the following table and graph are presented.

Participants were asked about the role of a teacher in the development of the student’s speaking. In the following table, results are reported; they are divided by gender in order to see how different male and female participants perceive the role of the teacher in speaking.

Table 4.

Teacher’s Role in Speaking Development

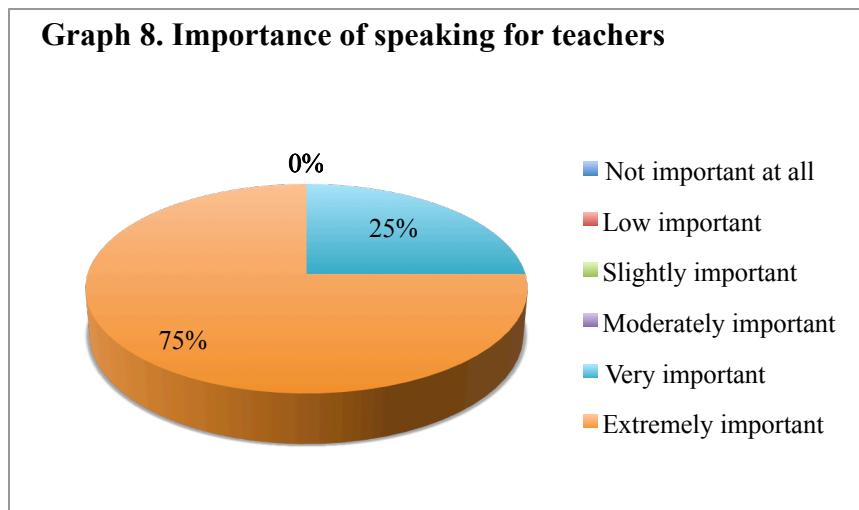
Words used by teachers to describe the role of an English teacher in speaking	
Males/age/years of experience	Females/age/years of experience
Octavio/40/11 – Creator of environment, guide, motivator, good model	Martha/38/5 – Designer, facilitator, provider of confidence
Alan/48/15 – A model	Olivia/42/8 – An example, the main source, a model
Victor/49/16 – Spectator	Sandra/62/ more than 20 – Facilitator
Mario/52/10 – Conductors and designers	Claudia/64/20 – Creator of atmosphere, guide, patient

With these obtained results it is evident that teachers conceive the role of a teacher from different perspectives. Analysing results by gender findings were interesting. On the one hand, it was found that almost all female participants described the role of a teacher with more than one adjective. On the other hand, half of the male participants described the role of a teacher with only one adjective. One of them with two and, only one of them used four adjectives.

Another relevant aspect of this type of analysis is that unexpectedly the majority of the male teachers reflected hierarchy and superiority issues with their use of adjectives. They mentioned for example words as: “Good model”, “A model”, and “Conductors”. Conversely, the female participants used words as: “Provider of confidence”, “Facilitator”, “Designers” and “Creator of atmosphere”. It may seem that they are more focused on the intern and extern conditions in the English lesson to learn and practice the foreign language; in this case, the results were based on the oral skill.

Surprisingly, analysing results by age it was discovered that the young teachers (39 – 42) find many different roles in a teacher (creator of environment, guide, motivator, model, an example, designer, facilitator, provider of confidence, and the main source) whereas the middle-aged teachers (48 – 52) described this role with fewer adjectives (a model, spectator, and conductors and designers) and finally the teachers who are in their sixties described teachers’ role with these adjectives; facilitator, creator of atmosphere, guide and patient, that were very similar to the youngest teachers. This probably indicates that young teachers and the ones who are in their sixties conceive teachers’ role in a similar way because of their years of experience and due to they have many expectations in their firsts years of experience in teaching in the degree *Enseñanza del Inglés*.

The graph below shows how important participants consider speaking as a skill.



As it is seen in this graph, 75 % of the surveyed teachers trust that speaking plays an extremely important role in English classes. These findings appear to be well substantiated by Goh (2007) and Boonkit (2010) who strongly believe that speaking has an enormous importance in the process of communication in the second language, which mean that speaking is tremendously significant in the English classroom.

As we can see in the collected information, it was found that teachers consider speaking as a main and critical skill that needs to be put into practice inside and outside the English classroom. In spite of teachers see the role of a teacher from different perspectives as it is observed in the table above; they feel strongly that teachers are a crucial piece in the development of students' speaking, because they give them tools to help them gain competence in the second language orally.

4.5. Answer to the Second Research Question

The second research question in this study was what were EL teachers' specific beliefs about the most effective materials techniques and activities to develop speaking. In order to answer this research question the following tables are presented.

The first information I collected about these issues was about the types of materials that work best for the participants in their classes to develop speaking in their students. Teachers' answers are shown in the following table, they are divided by participant's age and gender.

Table 5

Materials Used for Speaking Activities

Materials used for speaking	
Male participants/age	Female participants/age
Octavio – 40: Visual materials, chart of phonetic symbols, pictures, something different from the book, students create their own materials.	Martha – 39: Materials according to students' interests, readings, news, materials from internet, and presentations.
Alan – 48: Debates, descriptions, short talks, group discussions, role-plays, round tables, and improvisations.	Olivia – 42: Simulations, role-plays, presentations or short discussions.
Victor – 49: Short talks.	Sandra – 62: Authentic, created and adapted materials.
Mario – 52: Only materials from the book (audios, videos, etc.). Sometimes videos, songs, etc., from internet.	Claudia – 64: Depends on the level, all materials are good, materials to develop motivation and participation in students.

In response to this second question, four participants' answers are diverse. Taking into account age, teachers who are in their forties (39 – 42) mentioned different materials that they

use in their classes. It is important to underline that all materials reported by this group of teachers are different than textbooks. It does not occur the same with the second group of teachers (48 – 52) who are male and they mentioned more activities instead of materials. This may also indicate that they use only materials from the book and sometimes from the Internet.

The answers of the third group of teachers (62 – 64) may suggest that based on their years of experience they create and adapt materials according to their student’s level and interests. Surprisingly, the obtained results of the first group and third group coincide again as in question number two. This may indicate that female teachers prefer to use materials that are: adapted, created by them or by their students, to carry out speaking activities. On the other hand, the majority of male teachers instead of materials, they use activities to practice speaking with their students.

In order to answer this second research question in detail, participants were asked if there was a difference between using already published materials and adapting materials. It is important to mention that only six of the eight participants answered this question. The obtained information is interpreted in the table above.

Table 6
Adapting Materials vs. Already Published Materials

Differences when using already published and adapted materials	No differences when using already published and adapted materials
Olivia – “Course books are a great aid, but your job as a teacher is to adapt it to your students’ needs, home-prepared materials (...) can also boost students’ opportunities to participate orally.”	Claudia – “If the materials are good and appropriate they work the same way.”

Octavio – “(...) the result will not be the same as the one expected with the original material. It may have a similar result, but not the same.”

Victor – “It depends on the teachers experience and attitude towards material.”

Mario – “When you use adapted material students react in different way. And when you use published materials activities not always work.”

Martha – “Most of the times the published ones are so well done that the students get really involved to participate. Students love technology.”

The single most marked observation to emerge from the data comparison was that teachers' opinions are divided. On the one hand, some teachers think that the results in their speaking activities are not the same when they adapt materials than when they use already published materials. These teachers think that it depends on the materials and teachers if the activity is successful or not.

On the other hand, teachers who expressed that it is not the same, they talked about the importance of adapting materials, they also mentioned that in some cases created-materials are helpful for students and they mention as well that students' reaction is different when using already published and when using adapted materials. These findings support previous findings in the literature review when Folse (2009) claims that teachers' knowledge to design and select materials is related to the success of the lesson.

4.6. Answer to the Third Research Question

The last research question in this investigation was how EL teachers provide students opportunities to practice the second language orally. In order to answer this research question the following table is presented. This table contains all participants' responses to question six in the questionnaire.

Table 7

Providing Students Speaking Opportunities

Participant/years of experience at LEI	Way of giving speaking opportunities
Claudia – 20	Speaking to them in the second language all the time, giving students tasks in pairs and groups, role-plays performance, other speaking activities
Victor – 16	Opportunities to speak in class, forcing students to speak
Alan – 15	Pair work
Octavio – 11	Asking students to use English in class, asking students to practice English outside the classroom, providing students words in English when they cannot say something
Mario – 10	Following the activities of the book, creating workshops with native speakers, asking students to take classes at <i>the Self-access Centre</i> at the Languages Faculty
Olivia – 8	Asking students to prepare role-plays, short presentations; group and pair work, making students to be conscious participation is up to them
Martha - 5	Never speaking Spanish even though outside the classroom, chatting in English

The table above shows how teachers give their students opportunities to practice the second language orally in the classroom. It is important to mention that this question was not answered by Sandra. As it may be seen, teachers with more experience give students opportunities in different ways to practice English orally using activities and techniques. Teachers between 15 and 16 years of experience assumed that they give their students chances to speak by working in pairs and by “forcing them to speak”.

From the results it is clear that teachers who have from ten to eleven years of experience believe that it is important to practice the second language orally in the classroom when something can be said in English, also by helping them when they cannot say something, similarly they mentioned that with role-play activities, workshops with native speakers, students can practice their speaking. Finally, the third group of teachers reported that speaking is put into practiced by their students with role-plays, short presentations, group and pair work, never speaking Spanish in class to let students practice English all the time in the classroom and chatting with them in the second language.

As it is observed, teachers provide students opportunities to speak in the target language in many ways. They believe that it is important to practice English in the classroom with questions about the activities, to ask for something, etc. Likewise, by creating group and pair work activities as presentations and role-plays; because these activities let students time to plan and think what they want to say and when they perform the activity they feel more comfortable and secure, which helps them acquire more experience by each activity. Finally, some other teachers assume that a good way of giving them chances is by asking students to develop speaking through workshops and self-access centers.

Generally speaking results indicate that most participants believe they give their students enough opportunities to practice speaking, something that may not be that evident and contradicts the use of the different activities and materials reported previously in the first research question.

CHAPTER V: CONCLUSIONS

Chapter five presents the implications, limitations and directions after the analysis of data for further research of this study.

5.2 Implications

Taken together, results suggest that teachers take a vital role in the development of the target language orally. As reported in the data, they have a direct and indirect impact in students. Related with speaking activities it was found that speaking activities are vital in every English class, because with speaking activities students can see their advancement. Through the development of speaking, students can show competence in the second language, they help students to know their classmates and teacher better, and also it is a complete activity to improve English in students. Likewise, teachers use more speaking activities that do not require a high level of competence in the target language, instead, they prefer to apply activities such as short talks and descriptions. Moreover, it was found that speaking is extremely important for teachers; however, in most of the cases speaking activities are not used in lessons every day.

Talking about the role of a teacher in the development of speaking, the results of this study indicate that participants perceive many roles in speaking activities: they play the role of a model, a spectator, conductors and designers, facilitators, the main source, creators of atmosphere, and a guide. These results were very significant because it seems that age and experience have a powerful effect in our self-perceptions. Besides, teachers provide students opportunities to practice the language in different ways such: pair work, helping them in vocabulary aspects, asking them to practice the L2 inside and outside the classroom, speaking

with them in English all the time, letting them activities to practice speaking, and creating workshops and activities in class.

The most striking results about materials were that they need to be adapted according to students' interests and level and they have to cover different aspects of the language in order to be a successful activity. Another relevant finding is that an important part of students' success in speaking lies on teachers, because if materials are well designed and planned there are better results in speaking than when using already published materials without adapting them. There are many aspects to consider when using materials, such as; as age, gender, level of students and their interests.

There have been found significant differences not only between experienced and more experienced teachers, but interestingly there have also been found some gender differences. It seems that male teachers utilize a much more authoritarian discourse toward speaking and their attitudes and females tend to modulate more their discourse when using authoritarian phrases. Likewise, age is an important factor that intervenes in the way of teaching speaking, it was found a huge difference between experienced teachers, early career teachers and novice teachers; the results revealed similitudes between early career teachers and experienced teachers.

5.3 Limitations

Although this research has reached its aims, this work clearly had some limitations. The most important limitation lies on time. Furthermore, applying the instrument to the 8 participants took a lot of time, because to obtain all questionnaires answered was a process of almost one month,

some teachers completed the questionnaire in more than one week, some others said a day to give it but when the applicant went to collect it, it was not complete, and they asked for 10 minutes to answer it in that moment. Besides, some teachers rejected to answer the questionnaires, instead of it was mention the purpose of the research and that they answers will be anonymous.

Besides time, the number of participants was another limitation. Unfortunately not many teachers teaching English as a Target Language were willing to participate in this study.

5.4. Suggestions for Further Research

Some directions for further studies are described below:

- Future studies should target in students' perceptions about speaking in their target language classes; because findings shown that speaking classes need the constant participation of students and teachers.
- This work has revealed that it is necessary to do a future research project based on what can be done to improve speaking classes in the Faculty of Languages.
- The study may provide more information if instead of questionnaire interviews were administered may be class observations and focus groups.
- Further studies need to consider time as a factor that needs to be taken into account all the time; a schedule could help to planning how much time it is required for each section, depending on the method and the type of instrument.
- Do a research based on how experience of teachers influence in the learning of the target.

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Appendix 1

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Facultad de Lenguas
Licenciatura en Enseñanza del Inglés

The present questionnaire is part of my thesis project. Thank you for your participation.

Age: _____ Gender: _____ Years of experience at LEI: _____

1. Do you think speaking activities are necessary in every class? Why?

2. What do you think is the role of a teacher in the development of students' speaking?

3. How frequently do you use the following activities in class?

	Always	Occasionally	Rarely	Never
Debates				
Round tables				
Role plays				
Group discussions				
Short talks				
Descriptions				
Improvisations				

4. What type of materials work best in your classes to develop speaking in your students? Why?

5. Do adapting materials and already published materials have the same result in speaking activities?

6. How do you provide your students opportunities to practice the second language orally?

7. What is the level of importance of speaking in your classes?

Not important at all	Low importance	Slightly important	Moderately important	Very important	Extremely important
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